



UNIVERSITY OF
LINCOLN

Beyond Buzzwords

Embedding Student Engagement Across an Institution

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Outline

A work in progress **model of delivery** for developing student engagement through staff engagement

Student as Producer

Emphasises the role of students as collaborators in the production of knowledge

Research-engaged teaching and related principles embedded across the undergraduate curriculum

Student Engagement

Working in partnership with students to improve the quality of what we do

- institution-wide
- driven with the SU

Student Engagement Strategy 2012-16

www.lincoln.ac.uk/studentengagement

Principles

Institutional-wide change,
long-term strategic approach

Primary focus is empowering
staff to engage students

The Lincoln Journey

Phase 1: Institutional Exemplars & Leadership

Phase 2: Fostering Local Engagement

Phase 3: Students Engaged by Default < ***May 2014***

Phase 4: Champions become leaders



dreamstime.com

WHO IN YOUR INSTITUTION
IS MOST ENTHUSIASTIC
ABOUT ENGAGING
STUDENTS AS PARTNERS..?



Phase 1: Institutional Exemplars & Leadership



In practice...

Student Recruiters

- Full member of interview panels for new staff
- Focus: student experience, student as producer
- Staff 'exposed' to meaningful engagement
- Anxiety becomes enthusiasm

Student & Staff Insight Scheme

- VC's idea: Exec Board paired with student mentor
 - Shadow each other & meet regularly
 - Insight into **lived** student experience / snr mgmt
 - Piloted with 12, now 25
- @danderricott | www.lincoln.ac.uk

Lessons Learnt

- Having the VC and DVC on side helps - but it can't be prescriptive.
 - We agreed a broad vision and principles at a high level, but departments should organically interpret those and their approach
- Exposure to carefully managed student engagement can help relieve anxieties of staff (e.g. students on interview panels)
- Need to break through the 'it is just another initiative' defense from staff
- GOATing - engage staff on their turf

Phase 1: Institutional Exemplars & Leadership



Phase 2: Fostering Local Engagement

Student Engagement Champions: <http://youtu.be/4pNFFATe6bk>



In practice...

The Library

- Library Student Advisory Group - students steering library development / critical friends
 - Careers, Student Services adopting this

Student Engagement Innovation Fund

- Pump priming small development projects
- Should lead to sustainable change of practice
- Supports our priorities: international students

Subject Committees: <http://youtu.be/4pNFFATe6bk>

Lessons Learnt

- Reaffirmed the many interpretations of 'student engagement'
- Many different flavours to SE, different priorities
 - this is okay to get people enthused - we can focus them later on
- Champions 'structure' evolved (e.g. big departments split)
- Big challenges for Champions: bringing other colleagues on board, time (so we built into workload planning)

Phase 2: Fostering Local Engagement



Phase 3: Students Engaged by Default



In practice...

Student Transition & Induction

- Every student engages beyond their programme
- Coordinating messages to new students so they're pro-engagement
- Encouraging engagement early via events, Hub

Personal Tutors & Peer Mentors

- Encouraging engagement from day one via PT
- Systematically seeing engagement as a vehicle for learning and developing attributes
- New Senior Tutors Forum: driving enhancement

Personal tutoring, student transition and induction
and peer support

How else could we
systematically
encourage and **foster**
engagement from
students?

Lessons Learnt

- We are still working our way through this but...
- This can become very big very quickly
 - Put your head above the water on something (e.g. transition & induction) and suddenly you get all sorts of requests - embrace this
- I'm grappling with how we avoid 'initiative overload'
- Balancing management's expectation that staff get on with it and staff needs for support

Phase 3: Students Engaged by Default



Phase 4: Champions become leaders



Priorities

Taking it up another gear

- Leadership development in each Champion, so they create their own champions / followers
- Engaged by Default Framework - gently moving towards a common language with staff
- Staff development / PGCE: pedagogy of partnership - through new Enhancement Unit
- Two years to change transition & induction
- Personal Tutors as advocates for engaging (our training will take us directly to Tutors)
- Continue innovation: SCOTs

Phase 4: Champions become leaders



Reflections

- I can't engage 13k students and what would be the point - so it's about working through staff.
- Peeling the layers of an onion / the staff body. Each layer makes you cry more.
- Be public, be easy to follow. Promote!
- Language and understanding across 40 depts is bound to vary, don't worry - positive reinforcement
- This is about people: empowering them to break down barriers
- My job? Leading Champions but behind the scenes to others.



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Reflections





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